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The Library Aides Program, an Elementary and Secondary Education Act project, was begun in 1966 in the Pittsburgh public and parochial schools to provide a trained aide to assist the librarian with general and paraprofessional duties. An evaluation of the public school program was conducted (1) to determine how librarians and library aides divide their time among various duties performed in the library, (2) to determine whether librarians who are assigned library aides devote more of their time to professional duties, and (3) to assess the librarians' attitudes toward the program. Using the questionnaire method and a control group of eight schools not in the program, the evaluation indicated that librarians divide their time approximately equally between professional and nonprofessional duties, irrespective of the presence or absence of aides. The Library Aides Program was considered successful by all who were involved in it, and no criticism of the program was offered except that the program should be extended to provide for a full-time aide. Appendixes include the evaluation questionnaires and tables displaying the allocation of librarian time. (JB)

LI001005

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TITLE I PROJECTS

LIBRARY AIDES
1967 REPORT

LI001005

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9. LIBRARY AIDES PROGRAM

Introduction

History of the Program

The Library Aides Program was begun during the last several weeks of the 1965-1966 school year and became fully operational in the 1966-1967 school year. Forty-eight schools participated in the program, most of these being in the program at its inception. A further breakdown of schools shows that 44 of the 48 are elementary schools with 24 being public and 24 parochial. Each of the 24 library aides divides his time equally between one public and one parochial school, all of which are located in certified ESEA areas. The aides were trained during a week-long session from May 9 to May 13, 1966 and at follow-up sessions held during the following fall and spring.

During the first weeks the program was operating, the Office of Research made a preliminary examination of the library aides' activities in order to compile the 1966 ESEA evaluation report. The information collected was necessarily limited. It mainly concerned the number of classes in each public school utilizing the services provided by library aides in the following categories: (1) library books and materials for classroom use, (2) charging out books, (3) picture book stories, and (4) other services. The evaluation also noted the number of pupils in the primary grades scheduled to the library. The data incorporated in

the report provided at least a rough picture of the activities of the library aides in the different public schools.

Description of the Program

A definition meeting for the Library Aides Program was held on February 10, 1967. In attendance were the 21 library aides working in elementary schools, 18 public school librarians, 16 parochial school librarians, two supervisors and the Director of the School Library Services from the Pittsburgh Public Schools, and the Director of the Library Department of the Pittsburgh Parochial Schools. After brief opening remarks by the Director of Research, the participants were divided into six discussion groups for consideration of an agenda developed by the Office of Research (see Appendix A for the Group Interview Schedule). Notes taken in these discussion groups were used to compile the program definition which is presented in the following pages to afford a description of the program.

Library Aides Program Definition

OUTCOMES

I. Major Objectives--changes expected to occur as a result of the program. There are two types of major objectives.

A. Terminal Objectives--the results at the end of the program which demonstrate successful completion of the program

The Library Aides Program was established to provide a trained aide to assist the librarian with general and para-professional duties. The terminal objective of the program is to free the librarian from routine duties so that she can devote more of her time to the professional activities for which she is trained.

B. Ultimate Objectives--the long range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility. The ultimate objectives of the Library Aides Program are the following:

1. Providing students in the library with more individualized service

2. Giving students more library time and greater access to library facilities

3. Extending library facilities and services to more students in grades 1 through 3

4. Extending the time when the library is open in parochial schools

5. Developing favorable attitudes in children toward the library

6. Stimulating children's interest in books and their desire to read

II. Enabling Objectives--the things that must be done during the program to insure the accomplishment of the major objectives. In order to free the librarian for professional duties, the aide must

help the librarian by performing the following services:

A. Keeping a better organized library and providing better library services

B. Helping teach children how to use library facilities

C. Reading books to children

III. Other Benefits--benefits expected to accrue to teachers, parents, the school, and the community as a result of the program. The by-product benefits of the Library Aides Program are the following:

A. Increased opportunities for enrichment of the school program

B. An increase in librarian-school communications about library facilities

C. Supplementary assistance provided to teachers through such things as informative bulletin boards and gathering course materials

D. Parents' increased interest in what children are reading and the books they bring home

E. Increased control in the library

F. A link between the school and the community
The aide provides the librarian and other teachers with information about the community and also functions within the community as an adult who is part of the school.

G. Decreased racial prejudices in children through the influence of the aide

ANTECEDENTS

I. Participants

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

Twenty-one public and 21 parochial Title I elementary schools were selected to participate in the program.

In these selected schools, all students in the fourth grade and up are scheduled to the library. In some schools, first- through third-grade students also go to the library. In addition, library aides may visit classrooms in the first three grades for story telling.

B. Entering Behaviors--characteristics of students in the program which are related to performance in the program. Although there are no distinctive behaviors peculiar to all students participating in the program, some of them exhibit the following characteristics:

1. Lack of appreciation for the value and importance of books
2. Lack of self-control in the library
3. Deficient library skills
4. Poor habits and attitudes in regard to library materials
5. Limited experiences
6. Limited reading interests
7. Some hostility toward school
8. Hunger for beauty

II. Staff--qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
Supervisor	1. Pennsylvania teaching certificate 2. Master's degree in library science	
Director	1. Pennsylvania teaching certificate 2. Master's degree in library science	

Staff Member	Professional Qualifications	Personal Qualifications
Librarian	1. Pennsylvania teaching certificate 2. At least 12 hours credit in library science preferred	
Library Aide	High school degree	Residence in neighborhood area preferred

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the program

The principals in the participating schools support the Library Aides Program by providing general cooperation and by scheduling the classes to the library.

B. Human Resources--non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the program

Teachers in the individual schools support the Library Aides Program by helping to provide time for students to use the library.

C. Media--the materials, supplies, and equipment required or desireable for program activities

In addition to regular library resources, the following materials are needed for the Library Aides Program:

1. Pictures and bulletin board materials, particularly contemporary materials
2. Typewriters
3. Book trucks
4. Film strips and slides
5. Vertical files

D. Facilities

The main facility required by the Library Aides Program is well-equipped, permanent libraries with adequate storage space.

IV. Time Constraints

All students in participating schools in the fourth grade and up have regularly assigned class periods in the library.

The library aide's time must be divided equally between the public and parochial schools with a half week spent at each.

PROCESS

I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives

The focus of this program is the activities performed for student benefit by the librarian and the library aide.

II. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Positions

Staff Member	Functions	Duties
Supervisor	1. Offers support and guidance to the librarian	a. Visits library and observes librarian b. Offers suggestions c. Helps in solving problems
	2. Instructs librarian	Demonstrates instructional practices and techniques
	3. Trains new library aides	

Staff Member	Functions	Duties
Supervisor (contd.)	4. Coordinates the program between the parochial and public schools	Provides for a cross-fertilization of ideas
Director	1. Formulates and implements the administration of the program	Consults with supervisor
	2. Trains librarians and directs their supervision	
	3. Provides support and guidance for librarians	
Librarian (public schools)	1. Supervises the work of library aides	
	2. Maintains a well-organized library	Builds the library collection through the wise selection of new materials
	3. Provides services to classroom teachers	Contacts classroom teachers to provide library experiences related to classroom experiences
	4. Instructs children in the use of the library	
	5. Inspires children to use the library	a. Designs a variety of group and individual learning experiences

Staff Member	Functions	Duties
Librarian (public schools) (contd.)		b. Reads to children to develop their appreciation of literature c. Counsels children in their reading to help them select books which encourage reading growth
Librarian (parochial schools) A full-time teacher substitutes in the absence of librarians in the parochial schools.	Same as librarian for public schools, but more limited in scope	Same as librarian for public schools, but more limited in scope
Library Aide (public schools) Aide duties are suggestive, not required.	1. Relieves librarian of routine duties	a. Prepares new books b. Does typing and filing c. Receives returned books d. Prepares books for binding e. Straightens shelves f. Does routine housekeeping g. Prepares bulletin boards h. Does mending and jacketing of books i. Does carding of books

Staff Member	Functions	Duties
Library Aide (public schools) (contd.)		j. Keeps records of book distribution to classrooms k. Keeps catalog of film strips l. Locates pictures from old magazines for the picture file m. charges books
	2. Provides activities and instruction for children	a. Listens to children read aloud b. Explains shelf arrangements to small children
	3. Provides a link between the school and the community or neighborhood	
Library Aide (parochial schools)	Same as for public schools. In addition, covers the library since there are no regular librarians.	

B. Intra-staff Communication and Coordination

In the Library Aides Program the following communication and coordination take place among the staff:

1. Aides receive their directions or instructions directly from the librarians, orally or in writing. In parochial schools this is usually done by leaving notes. The aide reports to the librarian and asks for assigned duties.

2. The supervisor visits the libraries, consults directly with librarians, and is available any time by telephone.

3. The supervisor conducts in-service training for aides. Aides are free to contact the supervisor whenever any problems arise.

4. The director and supervisor work closely and consult frequently.

It was also suggested that in the future monthly bulletins or reports on particularly successful programs and ideas be distributed to program staff.

Statement of the Problem

The evaluation of the Library Aides Program had four general aims: (1) to determine how librarians divide their time among various duties performed in the library, (2) to determine how library aides divide their time among these duties, (3) to determine whether librarians who are assigned library aides devote more of their time to professional duties, and (4) to assess the librarians' attitudes toward the program.

It was assumed that all activities performed in the library could be divided into three categories and that all three must be performed to keep a library functioning successfully. These categories are as follows:

1. Professional duties: those which must be performed by a person with a specialized training and educational background

2. Paraprofessional duties: those which should be performed by an individual with some, but not necessarily extensive, training

3. General duties: those which are routine and must be performed in the library but which require minimal training

The latter two categories of duties can be performed by the library aide, a paraprofessional who has received specialized training which permits her to assist the librarian. It is assumed that students benefit most from increased professional assistance in the library, assistance that can only come from a librarian freed from routine, non-professional duties.

The evaluation of the Library Aides Program had two limitations. Although it is one of the few ESEA programs operating jointly in both public and parochial schools, the program in the parochial schools is not as extensively developed as the one in the public schools. For example, the Director of Library Services for the parochial schools is a full-time librarian at one of the high schools. None of the parochial school librarians is full-time; in fact, with one or two exceptions, they are full-time teachers who can work in the library only during free time and after school. Therefore, this evaluation focuses only on the public school program.

A second limitation results from the fact that it is difficult to specify how a librarian divides her time among the range of activities. At a given moment, personnel may be performing two or more duties simultaneously or may be continually changing from one activity to another. In addition, day-to-day and week-to-week activities in the library may vary, making it difficult to designate any day or week as being representative of activities for the entire year.

Method

A control group of eight schools was selected at a meeting held in late September 1966 by members of the Office of Research and the Library Services Department. The schools were chosen from the 30 ESEA elementary schools not in the program on the basis of their

similarity to the program schools in the following areas; size of school, location of school, type of library, experience of the librarian, and whether the librarians were full- or part-time.

A questionnaire was developed to ascertain the activities of the librarians and library aides and their views of the program. The questionnaire consisted of three parts: Part I, Time Spent Performing Service; Part II, Use of Services; and Part III, Comments on the Library Aides Program. This questionnaire was sent to all librarians and library aides in the elementary program schools and to the eight librarians in the control schools. The questionnaires sent to program participants were identical in Parts I and II but differed for librarians and library aides in Part III. Part III was omitted on questionnaires sent to librarians in the control schools. Copies of these questionnaires are found in Appendix B.

The most important section of the questionnaire was Part I, a list of 20 basic activities performed by librarians and library aides. A worksheet accompanied the questionnaire (see Appendix C) for librarians and library aides to use in recording the time spent on each activity. Part II of the questionnaire asked (1) the number of teachers consulted about their needs for books and materials, (2) the number of classes having picture book stories read by the library aide, and (3) the number of classes having library books and materials in their rooms which had been brought by the library aide during the two-week period. Part III

of the questionnaire asked for comments on the advantages and disadvantages of the program and requested suggestions for improvement.

All questionnaires were completed and returned. All respondents divided activities within a fairly standard week, with none deviating more than 100 minutes from the standard week, or 20 minutes on a five and a half hour day.

Results

Part I of the Questionnaire

Separate tabulation was made of the data from Part I for each of the two weeks examined by the three respondent groups: librarians in the control group, librarians in the program group, and library aides. The times for the two weeks were aggregated (librarian data, by schools, are presented in Appendix D). The data analysed here represent the two-week average of each respondent group. The listing of duties in the following tables fulfills two of the general aims of the study: to determine how librarians and library aides divide their time in the performance of different activities and duties.

The third objective of the evaluation was to determine whether a librarian with a library aide devotes more of her time to performing professional activities than a librarian without a library aide. In analyzing the relevant data, difficulties of interpretation arose because there was a substantial difference between full- and part-time librarians

in the program schools as to the time devoted to professional activities. Since there were only three full-time librarians and five part-time librarians in the control group and since this full-time/part-time variable was only one of five similarly weighted factors considered when choosing the control schools, a meaningful separation of the control schools into two subgroups could not be made, especially for purposes of comparison with the program schools.

Collectively, however, the eight control schools showed a marked similarity in the division of activities, and preliminary comparisons could be made between the control and program schools. A chi-square test of significance was used to analyze these comparisons. Also, for purposes of comparison, only librarian time was considered. Accordingly, all division of time on the tables represents a percentage division of nonteaching, or librarian, time.

Table I presents the division of time between professional, paraprofessional, and general duties by librarians in program and control schools. As can be seen from a comparison of the two columns, librarians in the program schools devote a larger percentage of their time to professional duties than do those in control schools. Librarians who are assigned a library aide spend more than 60 percent of their time on professional duties while librarians without aides spent 50 percent of their time on professional duties. However, the differences between the subtotals for the two groups is not statistically significant.

TABLE 1

Percentage of Time Spent Performing Duties in Three Categories
Librarians in Program and Control Schools

Library Duties	Program Schools N=21	Control Schools N=8
PROFESSIONAL:		
Giving book talks	5.1	3.9
Advising teachers about books or reference	1.8	2.0
Instructing in the use of the library	14.6	12.4
Directing free reading periods, including individualized reading guidance	15.8	16.2
Helping children find material for circulation or reference	10.1	9.1
Planning library lessons, including instructional materials	5.9	2.9
Supervising student assistants, library clerks, Youth Corps students	.7	1.4
Disciplining pupils	4.8	2.1
Sub-total	60.6	50.0
PARAPROFESSIONAL:		
Reading aloud, including picture-book stories	10.8	17.0
Gathering materials for classes; compiling bibliographies	1.6	2.1
Listening to children read	2.0	2.1
Planning and arranging bulletin boards and book displays	1.2	1.0
Sub-total	15.6	22.2
GENERAL:		
Checking out materials to classes; delivering and collecting them	1.6	3.0
Circulating books--checking over-dues and collecting fines	13.0	15.2
Shelving books	2.2	4.2
Performing general clerical duties (making new cards, filing cards, typing, taking inventory)	3.3	2.1
Preparing new books for the shelves	.3	.8
Mending or preparing books for bindery	.6	1.1
Producing the library instructional materials	1.4	.8
Sub-total	22.4	27.2

The computed chi-square test over the dichotomized variables (professional-nonprofessional activities and program-control schools) was not significant at $p < .10$, the chance level.

The high degree of variance in activities further emphasizes the insignificant contribution of the aides. For the correlation of activities between the two weeks (Appendix D), the computed r was .765, which means that approximately 50 percent of the variance in program schools is "explained" by a lack of regularity of librarian duties. This has the effect of reducing the variance to be explained by the presence of the aide.

Table 2, which lists the division of the library aides' time, indicates that the majority of their time is devoted to general duties. Among the professional duties performed by the library aides, the most frequently mentioned (by 13 out of 21) was that of helping children find material for circulation or reference. All library aides performed two or more paraprofessional duties, and 17 of the 21 performed two or more. Twenty did planning and arranging of bulletin boards; 13 read picture book stories aloud; and 14 gathered materials for classes or compiled bibliographies.

Part II of the Questionnaire

Part II of the questionnaire must have been misunderstood. There was no similarity between the responses of the librarians and those of the library aides from the same school even though questions B and C

TABLE 2

Percentage of Time Spent Performing Duties in Three Categories
Library Aides

Library Duties	Percentage of Time
PROFESSIONAL:	
Advising teachers about books or reference	.8
Directing free reading periods, including individualized reading guidance	1.0
Helping children find material for circulation or reference	4.7
Planning library lessons, including instructional materials	1.1
Supervising students assistants, library clerks, Youth Corps students	.4
Sub-total	8.0
PARAPROFESSIONAL:	
Reading aloud, including picture-book stories	5.5
Gathering materials for classes; compiling bibliographies	9.3
Listening to children read	1.1
Planning and arranging bulletin boards and book displays	9.7
Sub-total	25.6
GENERAL:	
Checking out materials to classes; delivering and collecting them	6.4
Circulating books-checking overdues and collecting fines	14.8
Shelving books	18.3
Performing general clerical duties (making new cards, filing cards, typing, taking inventory)	12.7
Preparing new books for the shelves	5.3
Mending or preparing books for bindery	6.6
Producing the library instructional materials	2.4
Sub-total	66.5

specifically asked for the same material from both. Unfortunately responses for Part II were so dissimilar that the section did not provide any acceptable information.

Part III of the Questionnaire

The responses to Part III could be summarized concisely by stating that, in the opinion of librarians, the Library Aides Program provides invaluable assistance. All of the librarians stated that they had been able to devote more time to professional duties and that the program had improved their effectiveness as librarians. The only disadvantage cited was that library aides were not full time; the only repeated recommendation was that the aides should work full time.

Discussion and Conclusions

In conclusion, the findings indicate that librarians divide their time approximately equally between professional and nonprofessional duties, irrespective of the presence or absence of aides.

The presence of the aide was appreciated by all the librarians. The Library Aides Program was considered successful by all who were involved in it. No criticism of the program was offered except that the program should be extended to provide for a full-time aide.

APPENDICES

Appendix A

GROUP INTERVIEW SCHEDULE
LIBRARY AIDES PROGRAM

1. What are the major objectives of the Library Aides Program as they relate to students? (What does the program expect to accomplish for students?)

2. What are the secondary objectives of the Library Aides Program namely, the means to the attainment of major program objectives? (In what other ways does the Library Aides Program contribute to better library services in the schools?)

3. Are any by-product benefits (to parents, to teachers, to the community, to the school) anticipated?

4. What are the assumptions, if any, regarding the entering skills, knowledge, and attitudes of the students enrolled in the program? Are there specific factors to consider in the schools with the Library Aides Program? Are students assumed to have certain entering behaviors and/or levels of competency which are prerequisite to success in or benefit from the program?

5. What are the functions and specific behaviors of staff members in the program? (How do the central office staff, the librarian, and the library aide promote the objectives of the program?)

6. Are there some specific materials (for example, bulletin boards) needed to supplement the Library Aides Program?

7. How can program staff members best be kept informed as to purposes and methods of operations of the program?

8. What support is necessary to operate the program? (What facilities and scheduling of classes are needed? What steps are taken to insure this support?)

APPENDIX B

QUESTIONNAIRES

Three different versions of the questionnaire were used. The questionnaire reproduced here was sent to library aides. The questionnaire sent to librarians in the program schools was different in Part III. The librarians' version of Part III is given on separate pages. The questionnaire sent to librarians in control schools had no Part III.

QUESTIONNAIRE

LIBRARY AIDES PROGRAM

(To be completed by the library aide after October 28, 1966, and returned to the Office of Research no later than November 4, 1966)

PART I - TIME SPENT PERFORMING SERVICE	Week of October 17, 1966 (No. Hrs. and/or Mins.)	Week of October 24, 1966 (No. Hrs. and/or Mins.)
1. Giving book talks		
2. Reading aloud, including picture-book stories		
3. Advising teachers about books or reference		
4. Gathering materials for classes; compiling bibliographies		
5. Checking out materials to classes; delivering and collecting them		
6. Circulating books - checking over-dues and collecting fines		
7. Shelving books		
8. Performing general clerical duties (making new cards, filing cards, typing, taking inventory)		
9. Instructing in use of the library		
10. Directing free reading periods, including individualized reading guidance		
11. Helping children find material for circulation or reference		
12. Listening to children read		
13. Preparing new books for the shelves		
14. Mending or preparing books for bindery		
15. Planning library lessons, including instructional materials		
16. Producing the library instructional materials		
17. Planning and arranging bulletin boards and book displays		

	Week of October 17, 1966 (No. Hrs and/ or Mins.)	Week of October 24, 1966 (No. Hrs and/ or Mins.)
18. Supervising:		
Library aides	_____	_____
Student assistants, library clerks, Youth Corps students	_____	_____
19. Disciplining pupils	_____	_____
20. Teaching academic or other non-library classes	_____	_____
Total Hours in a Week*	_____	_____
21. Specific duties and amount of additional time devoted to these duties in excess of the Total Hours given above		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

PART II - USE OF SERVICES, OCTOBER 17-28, 1966

A. Number of teachers consulted concerning their need for books and materials	_____	_____
B. Number of classes having picture-book stories told by the library aide	_____	_____
C. Number of classes now having in their rooms library books and materials brought by the library aide during the two-week period	_____	_____

*There are five and one-half hours for instruction in a standard day:
If you worked one day in a week, you will report 5 hrs. 30 min.
If you worked two days in a week, you will report 11 hrs.
If you worked three days in a week, you will report 16 hrs. 30 min.
If you worked four days in a week, you will report 22 hrs.
If you worked five days in a week, you will report 27 hrs. 30 min.

PART III - COMMENTS ON LIBRARY AIDES PROGRAM

A. What do you consider to be the chief advantages of the Library Aides Program?

_____

_____

_____

_____

B. What do you consider to be the chief disadvantages of the Library Aides Program?

_____

_____

_____

_____

C. In your opinion, how can the time of library aides be better utilized?

_____

_____

_____

_____

D. What recommendations do you suggest for changes in the Library Aides Program?

_____

_____

_____

_____

E. Can you cite any especially interesting experiences you have had as you have worked with teachers and students?

Signed: _____

School: _____

Date: _____

PART III - COMMENTS ON LIBRARY AIDES PROGRAM
(Librarians' version)

A. What do you consider to be the chief advantages of the Library Aides Program?

_____
_____
_____
_____

B. What do you consider to be the chief disadvantages of the Library Aides Program?

_____
_____
_____
_____

C. Have you been able, through the use of the Library Aides Program to devote more of your time to the discharging of your professional assignments?

_____ (Yes) _____ (No)

How much time? _____
_____

D. Do you feel this program has enabled you to improve your effectiveness as a librarian?

_____ (Yes) _____ (No)

In what ways? _____
_____
_____
_____

E. What additional duties would you like the aide to perform if the time and resources were available?

_____
_____
_____
_____

F. What recommendations do you suggest for changes in the Library Aides Program?

_____

_____

_____

_____

_____

G. Can you cite any especially interesting experiences you have had as you have worked with teachers and students?

Signed:_____

School:_____

Date:_____

APPENDIX C

TIME SHEET FOR WEEK OF OCTOBER 17, 1966

LIBRARY AIDES PROGRAM

(To be checked by all schools)	Number of Hours and/or Minutes Devoted to Activity (Show in each column)					
	Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours
1. Giving book talks						
2. Reading aloud, including picture-book stories						
3. Advising teachers about books or reference						
4. Gathering materials for classes; compiling bibliographies						
5. Checking out materials to classes; delivering and collecting them						
6. Circulating books - checking over-dues and collecting fines						
7. Shelving books						
8. Performing general clerical duties (making new cards, filing cards, typing, taking inventory)						
9. Instructing in use of the library						
10. Directing free reading periods, including individualized reading guidance						
11. Helping children find material for circulation or reference						
12. Listening to children read						
13. Preparing new books for the shelves						
14. Mending or preparing books for bindery						

TIME SHEET FOR WEEK OF OCTOBER 17, 1966 (contd.)

LIBRARY AIDES PROGRAM

(To be checked by all schools)	Number of Hours and/or Minutes Devoted to Activity (Show in each column) Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours
15. Planning library lessons, including instructional materials						
16. Producing the library instructional materials						
17. Planning and arranging bulletin boards and book displays						
18. Supervising:						
Library aides						
Student assistants, library clerks, Youth Corps students						
19. Disciplining pupils						
20. Teaching academic or other non-library classes						
(To be checked by parochial schools only)						
21. Selecting books to be bought						
22. Cataloging						
23. Preparing orders for books						
24. Ordering catalog cards						
Total Hours*						

* There are five and one-half hours for instruction in a standard day.

TIME SHEET FOR WEEK OF OCTOBER 17, 1966 (contd.)

LIBRARY AIDES PROGRAM

	Number of Hours and/or Minutes Devoted to Activity (Show in each column)						
	Monday	Tuesday	Wednesday	Thursday	Friday		Total Hours
25. Specific duties and amount of additional time devoted to these duties in excess of the Total Hours given above							
_____	____	____	____	____	____		____
_____	____	____	____	____	____		____
_____	____	____	____	____	____		____
_____	____	____	____	____	____		____
_____	____	____	____	____	____		____
_____	____	____	____	____	____		____
_____	____	____	____	____	____		____

APPENDIX D

Included in Appendix D are three tables displaying the allocation of librarian time by week and school and the allocation of librarian time by duty for control and program schools. The extreme variance of librarian activities is grossly reflected by the range of time allocated to professional library duties. Dichotomized across treatment level and weeks, the ranges are the following:

		Week of	
		17th	24th
Schools	Program	77.5	82.7
	Control	52.6	36.8

Selecting out the non-teachers (i.e. those schools with no entry in the first or fifth column in Table D-1), we have the following:

		Week of	
		17th	24th
Schools	Program	33.9	54.0
	Control	42.0	27.8

Thus, even with the influence of teaching excepted, the variance, as reflected by range, is high.

TABLE D-1

DIVISION OF LIBRARIANS' TIME BY SCHOOL

Program Schools	Week of October 17, 1966				Week of October 24, 1966			
	Teaching	Professional Library Duties	Paraprofessional Library Duties	General Library Duties	Teaching	Professional Library Duties	Paraprofessional Library Duties	General Library Duties
Arsenal	37.9	4i.4	13.9	6.9	38.6	54.4	3.5	3.5
Belmar	5.5	61.8	16.4	16.4	5.5	63.6	21.8	9.1
Beltzhoover	3.6	74.8	13.7	7.9		78.2	12.6	9.2
Burgwin	36.4	33.6	12.7	17.3	36.4	36.7	14.5	12.4
Clayton	40.8	29.2	4.0	26.1	41.1	27.1	4.0	27.8
Conroy	37.2	48.9	9.3	4.6	36.3	29.3	18.1	16.3
Cowley	36.4	34.5	4.8	24.2	39.2	30.1	3.9	26.8
Greenfield	24.2	23.9	5.8	46.1	24.2	28.8	8.2	39.4
Lemington		89.7	7.9	2.4		93.0	4.2	2.7
Letsche	47.3	43.5	2.1	7.1	47.3	43.5	1.2	8.0
McKelvy		79.4	8.2	12.4		75.3	9.3	15.4
Manchester	28.0	48.6	18.7	4.7	28.0	48.6	18.7	6.5
Miller		67.8	24.1	8.2		39.0	43.7	17.3
Phillip Murray	34.3	43.2	12.4	10.0	32.4	45.8	7.3	14.5
North view		55.8	9.7	34.5		55.2	12.1	32.7
Phillips	32.5	22.3	25.9	19.3	34.6	30.9	17.9	16.7
Schiller	63.8	22.3	1.3	12.6	67.8	17.6	1.3	13.4
Stevens		69.5	10.7	19.8		62.6	17.2	20.1
Vann		65.5	4.2	30.3		75.4	6.7	17.9
Weil		72.7	16.4	10.9		65.5	23.6	10.9
Woolslair	48.7	12.2	15.4	23.7	49.7	10.3	16.4	23.6
Control Schools								
Arlington	27.3	36.1	22.2	14.5	27.4	35.7	24.0	12.9
Crescent		53.9	17.9	28.2		54.2	20.0	25.8
Forbes	33.9	34.8	24.2	7.0	33.9	41.2	15.2	9.7
Fort Pitt		74.2	1.2	24.5		51.8	21.0	27.2
Holmes	13.4	47.3	12.9	26.4	26.1	29.7	17.0	28.2
Larimer		32.2	25.8	41.8		26.4	35.5	38.2
Lincoln	58.8	22.7	0.6	17.9	59.7	14.8	6.1	19.4
East Park	65.9	21.6	6.4	6.1	67.1	17.4	8.7	6.8

TABLE D-2

Percentage of Time Spent Performing Duties in Three Categories
Librarians in Control Group

Library Duties	Full-Time Librarians N=3	Part-Time Librarians N=5
PROFESSIONAL:		
Giving book talks	.6	5.9
Advising teachers about books or reference	.6	2.9
Instructing in the use of the library	13.7	11.7
Directing free reading periods, including individualized reading guidance	17.4	15.6
Helping children find material for circulation or reference	10.3	8.4
Planning library lessons, including instructional materials	1.5	3.8
Supervising student assistants, library clerks, Youth Corps students	1.1	1.6
Disciplining pupils	3.6	1.3
Sub-total	48.8	51.2
PARAPROFESSIONAL:		
Reading aloud, including picture-book stories	18.0	16.4
Gathering materials for classes; compiling bibliographies	.3	3.3
Listening to children read	1.1	2.7
Planning and arranging bulletin boards and book displays	.9	1.1
Sub-total	20.3	23.5
GENERAL:		
Checking out materials to classes; delivering and collecting them	.4	4.6
Circulating books--checking over-dues and collecting fines	21.9	11.3
Shelving books	2.6	5.2
Performing general clerical duties (making new cards, filing cards, typing, taking inventory)	4.7	.6
Preparing new books for the shelves	.3	1.2
Mending or preparing books for bindery	.6	1.4
Producing the library instructional materials	.2	1.2
Sub-total	30.7	25.5

TABLE D-3

Percentage of Time Spent Performing Duties in Three Categories
Librarians in Program Schools

Library Duties	Full-Time Librarians N=9	Part-Time Librarians N=12
PROFESSIONAL:		
Giving book talks	7.4	3.5
Advising teachers about books or reference	1.4	2.1
Instructing in the use of the library	15.8	13.8
Directing free reading periods, including individualized reading guidance	18.2	14.1
Helping children find material for circulation or reference	13.5	7.6
Planning library lessons, including instructional materials	5.0	6.7
Supervising student assistants, library clerks, Youth Corps students	1.1	.4
Disciplining pupils	5.8	4.1
Sub-total	68.2	52.3
PARAPROFESSIONAL:		
Reading aloud, including picture-book stories	10.0	11.4
Gathering materials for classes; compiling bibliographies	1.0	2.1
Listening to children read	2.5	1.6
Planning and arranging bulletin boards and book displays	1.1	1.3
Sub-total	14.6	16.4
GENERAL:		
Checking out materials to classes; delivering and collecting them	1.2	2.0
Circulating books--checking over-dues and collecting fines	10.0	15.4
Shelving books	2.1	2.4
Performing general clerical duties (making new cards, filing cards, typing, taking inventory)	1.5	4.8
Preparing new books for the shelves	.1	.6
Mending or preparing books for bindery	.1	1.1
Producing the library instructional materials	.6	2.0
Sub-total	15.6	28.3